



Ruislip Gardens Primary School Safeguarding and Child Protection Policy

1. This policy has been authorised by the Governors, is addressed to all pupils, members of staff, governors, volunteers and visitors to the school. It is freely available and is published on the School website. It applies wherever staff or volunteers are working with pupils even when they are away from the School, for example at an activity centre or on an educational visit.
2. The welfare of our pupils will always be our central concern informed by the School's ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff. Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in schools.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." Keeping Children Safe in Education, 2016
3. The Head teacher, and the deputy designated lead have very important roles in being available to all members of the school community to offer advice on matters relating to safeguarding. Responsibility for the welfare of pupils rests with all staff, but particularly with Senior Managers in the school.
4. The Governors of Ruislip Gardens Primary School, are fully and properly informed of matters relating to Child Protection and Safeguarding. The Governors have full access to all the facts surrounding Child Protection concerns and the School's response, as and when it is appropriate. They have overall responsibility for the response made and to those in their care when events take place. To support them in that work, a Governor is identified as having a role in and commitment to Child Protection and Safeguarding.
5. The Designated Lead, the Head teacher, alongside a deputy Designated Lead, will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the Governing Body (see the Designated Lead's responsibilities below). Exceptional incidents will be reported to the Chair.
6. All staff should be aware of the challenges faced by pupils in understanding what they are being asked and in explaining what has happened to them. While staff must be mindful of the importance of not leading or suggesting, they will need to ensure that the pupils understand and are understood. Many pupils will choose to have a member of staff with them if they have any interviews or meetings with outside agencies and will be made aware of the opportunity to do so.



Commitment

7. Ruislip Gardens Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to:
- a) ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Safeguarding Children and Safer Recruitment in Education(2007)*.
 - b) ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in *Safeguarding Children and Safer Recruitment in Education(2007)*.
 - c) ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Independent Safeguarding Authority (ISA) as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
 - d) ensure that referrals are always made to the Independent Safeguarding Authority (ISA) as provided for in this Policy whether the issue to be referred is current or historical.
 - e) ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.
 - f) follow the All London Child Protection Procedures.
 - g) protect each pupil from any form of abuse, whether from an adult or another pupil.
 - h) be alert to signs of abuse both in the School and from outside.
 - i) deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with *"Dealing with Allegations of Abuse against*



Teachers and Other Staff”, and by consulting with the Local Authority Designated Officer (LADO).

- j) operate procedures which promote this policy.
- k) operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- l) support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
- m) be alert to the medical needs of children with medical conditions.
- n) operate robust health & safety procedures.
- o) ensure that School premises are as secure as circumstances permit.
- p) provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
- q) operate clear and supportive policies on drugs, alcohol and substance misuse.
- r) deal with any other safeguarding issues which may be specific to individual children in our Schools; have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being:

Keeping children safe in Education (2016). What to Do If You’re Worried a Child Is Being Abused, Working Together to Safeguard Children and Dealing with Allegations of Abuse against Teachers and Other Staff.
- s) maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.

8. Every child protection concern, complaint, or suspicion of abuse from within or outside the School will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO) Children’s Services, or child protection lead for education (Megan Brown, Deputy LADO, Lead child protection schools adviser 01895277463 mbrown3@hillingdon.gov.uk).

In each case, the matter will be referred to Children’s Services and where appropriate, Children’s Services in the child’s home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Dealing with Allegations of Abuse against Teachers and Other*



Staff is specific, namely that the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Safer Recruitment and Selection

Ruislip Gardens pays full regard to current DfE guidance *'Keeping Children Safe in Education'* (September 2016). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews, enhanced DBS check with barred list information, prohibition order check, and providing honest and accurate references when individuals move on.

In line with statutory requirements, our safer recruitment practices include:

- verifying a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtaining a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- carrying out an additional check to ensure any member of staff appointed to carry out teaching work is not prohibited from teaching.
- carrying out an additional check to ensure any member of staff taking part in the management of a school (e.g. member of a senior team, a trustee or member of a governing body) is not prohibited or restricted under section 128 of the Education and Skills Act 2008.
- ensuring that 'Disqualification by Association' disclosure process is carried out as required by Ofsted;

Safer Working Practice

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;



- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of gender, race, disability or sexuality;
- are aware of the school's policy on confidentiality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Ruislip Garden's policy is based on *Guidance for safer working practice for those working with children and young people in education settings* (October 2015).

Designated Lead Roles and Responsibilities

9. The Designated Lead for Child Protection

The School has appointed a senior member of staff with the necessary status and authority (Designated Lead) to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Lead are:

- a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- c) To be available to all staff of the School community for consultation on child protection issues.
- d) To co-ordinate the child protection procedures in the School.
- e) To maintain an ongoing training programme for all School employees.
- f) To monitor the keeping, confidentiality and storage of records in relation to child protection, including the maintenance of CPOMS.
- g) To liaise with the Local Authority Designated Officer (LADO).
- h) To ensure that appropriate action is taken in the School and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- i) To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- j) To monitor records of pupils in the School who are subject to a child protection plan using the CPOMS system. To ensure that their records are maintained and updated as notification is received.
- k) To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
- l) Where appropriate, to take part in the child protection conferences or reviews. When the Designated Lead cannot attend, he or she will ensure that the Deputy Designated Lead or a key member of staff attends. Where this is not possible, to provide a written report to the conference from the School. (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child.)



- m) To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another School and to inform the new School of the child's status.
- n) To monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- o) To ensure that the curriculum offers opportunities for raising pupil awareness of safeguarding issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
- p) Together with the Head teacher and School Leadership Team, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors.

10. In the absence of the Designated Lead a Deputy Designated Lead, who must be nominated in advance, must take responsibility for child protection issues within the School.

They will (for each respective school/department):

- advise and act upon all Child Protection concerns reported to him or her.
- keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint. In this situation, the Designated Lead should consult with the Chair of Governors or in his or her absence, the Vice Chair.
- liaise with Children's Services and other agencies on behalf of the School.
- carry out any other duties normally conducted by the Designated Lead.

11. If the Designated Lead is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by the other Designated Lead or a Deputy Designated Lead who has received appropriate training in safeguarding and inter-agency working.

Employees, Governors, School Advisors and Volunteers

12. The Headteacher and all other employees of the School, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:

- a) to protect children from abuse and promote their welfare.
- b) to be aware of the School's practice and policies on Safeguarding and Child Protection and to follow them.
- c) to know how to access and implement the procedures, independently if necessary.
- d) in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
- e) to produce an appropriate record of any significant complaint, conversation or event using the CPOMS program. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.
- f) to refer to the Designated Lead (or in his/her absence, the Deputy Designated Lead) immediately.



- g) in the case of allegations brought against a colleague, to refer the incident to the Designated Lead who will then refer this to the LADO immediately (please see the section below on Staff Allegations).
- h) to undertake appropriate training including induction training and refresher training at regular intervals required by each individual course e.g. every two or three years.
- i) Under no circumstances should a volunteer or governor in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity in line with *Keeping Children Safe in Education (2016)*.

Whistleblowing

NSPCC Whistleblowing number should be within the school policies, the number is **0800 028 0285**. (July 2016)

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

13. All staff are required to report to the Designated Officer any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Head teacher, the Designated Lead and the Local Authority Designated Lead Officer (LADO)-[Megan Brown](#) (01895277463). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this summary.

Training

14. The Designated Leads have undertaken child protection training and training in inter-agency working and will attend refresher training at three yearly intervals. The Deputy Designated Leads with responsibilities for child protection issues, as detailed in this policy, also undertake this same training. This will normally be Designated Leads' training as provided by Hillingdon Local Safeguarding Children Board.
15. The Head teacher, staff and volunteers undertake training in child protection and safeguarding and this is updated at least every three years.
16. Records of training will be monitored by Governors.
17. Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.



18. Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.
19. The Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.
20. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.
21. The school office will keep a central record of all safeguarding training undertaken by members of staff and others.
22. The Designated Lead will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the Child Protection Lead ([Megan Brown](#)) for Education.

Promoting fundamental British Values

23. At Ruislip Gardens we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The main vehicle for teaching these values is through our PSHE and RE curriculum, whole school assemblies and on the many other occasions when SMSC is an element of our teaching and learning.

Fulfilling our Prevent Duty

24. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. See the schools Anti Radicalisation Policy (May 2016). Ruislip Gardens gives full regard to the need to prevent people from being drawn into terrorism, as part of the Government's PREVENT Strategy (July 2016).
25. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. Ruislip Gardens has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.



26. If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated Safeguarding Lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.
27. If the school felt that there was a potential risk to an individual child, the school would contact Children's Services.
28. In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:
- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively;
 - Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community;
 - Regularly review emergency plans and procedures to prepare for future events and risks.

Child abuse: Categories and definitions

29. **Possible signs of abuse include (but are not limited to):**
- the pupil says s/he has been abused or asks a question which gives rise to that inference.
 - there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
 - the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
 - the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
 - the pupil's development is delayed.
 - the pupil loses or gains weight.
 - the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
 - the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
 - The pupil is reluctant to go to school.

Physical Abuse

30. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of Physical Abuse:



31. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport. Responsible staff need to be especially concerned about:

- injuries which do not match the explanation given for them
- bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- burns or scalds with clear outlines
- bite marks and bruises like love-bites.
- bruising in or around the mouth.

Emotional Abuse

32. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs of Emotional Abuse:

33. This form of abuse may result in a child becoming withdrawn, nervous, and unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm. Responsible staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.



- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.
- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.
- Is exposed to or cites harmful ideologies.

Sexual Abuse

34. The definition given in *Working Together to Safeguard Children (2013)* is as follows.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

Possible signs of sexual abuse:

35. The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- exhibits sexually explicit behaviour.
- has inappropriate sexual knowledge for his or her age.
- attempts suicide or self-inflicts injuries.
- repeatedly runs away from home.

Preventing Child Sexual Exploitation (CSE)



Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

Preventing Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The schools safeguarding procedures will apply alongside sensitivity when addressing concerns about FGM in line with *Keeping Children Safe (2016)*. From the 31st October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM **to the police**. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out.

Schools do **not** look for physical evidence but teachers should report concerns to the Safeguarding Designated Leads, in line with the schools safeguarding policy.

Guidance on the mandatory reporting duty can be found in *Mandatory Reporting of Female Genital Mutilation – procedural information, October 2015*.

Ruislip Gardens gives full regard to the need protect young girls from undergoing FGM. FGM is illegal in the UK. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Guidance for staff can be found in *Multi-Agency Practice Guidelines: Female Genital Mutilation 2014* (available at www.gov.uk/government/publications/female-genital-mutilation-guidelines).

Neglect



36. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect:

37. **Responsible staff should be especially concerned about a child who:**

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

Children missing from Education

In line with KCSIE September 2016, All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. At Ruislip Gardens Primary School, we have a Welfare Officer who works closely with the Participation Team at the local authority to monitor absenteeism.

Staff and volunteer responsibility

38. Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.



39. **ALL** abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

Procedures

40. A member of staff suspecting or hearing a complaint of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer (“was it your Father?” or “did this take place on Tuesday when you were away?”)
- Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Lead, who will ensure that the correct action is taken.
- Must report the disclosure/incident using the CPOMS program.

Preserving evidence

35. All evidence (for example scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

Recording

36. It is essential to create a full, contemporaneous report of the meeting. To do this:

- a) Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
- b) Write up your notes in full using the CPOMS app or program on a computer.
- c) Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
- d) Record the actual words spoken by the child wherever possible.

Reporting

37. All suspicion or complaints of abuse must be reported to the Designated Officer, or if the complaint involves the Designated Officer, to the Head teacher.

Action by the Designated Lead

38. The action to be taken will:

- conform to the All London Child Protection Procedures.



- ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- respect duties of confidentiality, so far as applicable.
- ensure that a child's interests are paramount.
- ensure that, if there is room for doubt as to whether a referral to Children's services should be made, the Designated Officer will consult with the Child Protection Lead for Education (Megan Brown) or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the Designated Lead will confirm the referral in writing to Children's Services within 24 hours using the Multi Agency referral form. If no response or acknowledgment is received within three working days, the Designated Lead will contact Social Services again. The Designated Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

Referral guidelines

39. Our policy is to refer all matters of concern to the appropriate agency. If it is a matter of child protection it will be referred to Children's Services. If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Officer (LADO).

Low Level Monitoring

40. Any indication of a potential child protection issue must be discussed with the Designated Lead and recorded on CPOMS. If the Designated Lead has concerns he or she will contact either the Child Protection Lead for Education (Megan Brown), duty social worker at the Referral and Assessment Team or the LADO as appropriate to seek clarification on what action should be taken.

Allegations against staff members, volunteers or Governors

41. The School follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the



need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* and also from the All London Child Protection Procedures. See also 11(g) above. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

42. Where an allegation or complaint is made against the Designated Officer, the matter will be reported immediately to the Head teacher. Where an allegation or complaint is made against the Head teacher, the person receiving the allegation should immediately inform the Chair of Governors, or in his or her absence the Vice Chair, without first notifying the Head teacher.
43. Staff should also have a copy and have read the document 'Safer Working Practices for adults who work with children and young people (2015)' and 'Keeping Children Safe in Education' July 2016.
44. If the School ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
45. If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.

Allegations against pupils

46. A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.
47. If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

Harm from outside the school



48. A member of staff who suspects that a pupil is suffering harm from outside the School should refer the matter to the Designated Lead and record concerns on CPOMS.

Supporting pupils at risk

49. Ruislip Gardens Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.

50. This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, The Wellbeing and Behaviour Policy, The Anti-Bullying Policy, The Health and Safety Policy and the Anti-Radicalisation Policy.

51. Governing bodies must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

Monitoring

52. The Designated Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors.



53. The Board of Governors will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
54. A single record will be implemented giving a full history of child protection matters at the School which will be available to successive Head teachers and Chairs of Trustees. This record will help the School in upholding the highest standards of safeguarding.

Former pupils

55. The Board of Governors will ensure that the desire to exonerate the School will not be allowed to take precedence over concerns for the current physical and emotional health of former pupils.

Private Fostering

56. Under the Children Act 1989, there is a legal requirement for local authorities to be notified of any private fostering arrangements. Children's Social Care, within the local authority, has a duty to undertake assessments and checks, and also provide support and advice to the child and to the private foster carer. Privately fostered children may be particularly vulnerable.
57. Private fostering is when a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. It is not a private fostering arrangement if the child is placed with a close relative defined under the Children Act 1989, such as a grandparent, brother, sister, aunt or uncle (whether of 'full blood' or 'half-blood' or by marriage) or step-parent (Every Child Matters, 2005).
58. The duties of local authorities (LA) in relation to privately fostered children are laid out in [Part IX of the Children Act 1989](#). The Act places a duty on parents and private foster carers to notify the LA of a private fostering arrangement. It also states that the local authority has a responsibility to satisfy itself that the child is being safeguarded and their welfare promoted, and that their carers are given appropriate advice and support.

Signs that a Child is Privately Fostered

Becoming aware that a child is being privately fostered requires some vigilance by practitioners. Consider this possibility dependent on your practitioner role.

In the neighbourhood:

- A child not previously known suddenly starts living with a neighbour
- A child who lives in the neighbourhood suddenly disappears
- A neighbour has a number of different children staying with them.

At school:

- A parent has a 'niece' or 'nephew' staying with them for a while
- A child suddenly disappears without warning
- A child says they are staying with a friend or relative, or even a stranger



- A child says that there is another child staying at home with them.
- A child mentions that the person they are with is not their parent.

Action to be taken by Practitioners concerned that a Child is being Privately Fostered

If you think that a child may be privately fostered, you can make a significant contribution to safeguard such children by:

- Talking to the adult(s) caring for the child. Check if they are aware of the legal obligation to notify the Local Authority that they are caring for a child. They may not know that what they are doing is private fostering.
- Reassure the carer that if they have been caring for the child for a while, they will be approached sensitively. The local authority wants to support and help private fostering arrangements as well as fulfil its legal obligation in regard to safeguarding children
- If the adults are aware of the need to notify but refuse to comply, then you should say you have a duty to pass on this information. Consent is not required
- If in doubt you should ask to see birth certificates and / or asylum registration cards, or refer directly to the appropriate Children's Social Care office.

The Children Act 1989 places a duty:

- **On parents** to notify the local authority of an intention to place a child in private foster care. This notification should be not less than 6 weeks before the arrangement is due to start. If it is to begin within 6 weeks, they must notify the local authority immediately.
- **On a person who proposes to privately foster** a child to notify the local authority in writing at least 6 weeks before the arrangement is to begin or where the arrangement is to begin within six weeks, to notify the local authority immediately.
- **On teachers, health and other professionals** to notify the local authority of a privately fostered arrangement that comes to their attention, where they are not satisfied that the local authority have been or will be notified of the arrangements.

Use of the school premises by other organisations

59. Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Photography and Videos

60. Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the



implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

This means that adults should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children on school cameras
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the organisation
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs

Adults should not:-

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones to take images of children
- take images 'in secret', or taking images in situations that may be construed as being secretive.

Date ratified by Governors: October 9th 2017

Signed:

October 2017